DOCUMENT RESUME

ED 185 263 CE 024 473

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TITLE	Community Living Skills Guide: Beginning Spanish.
INSTITUTION	Metropolitan State Coll., Denver, Colo.
PUB DATE	[76]
NOTE	18p.; For related documents see CE 024 470-488 and CE 024 490-493.
LANGUAGE	English; Spanish
EDRS PRICE	MF01/PC01 Plus Postage.
DESCRIPTORS	*Adult Education; Behavioral Objectives; Class Activities; Course Descriptions; Curriculum Guides; Daily Living Skills; *Developmental Disabilities; Guidelines; Individualized Instruction; Institutionalized Persons; Learning Activities; Lesson Plans; *Normalization (Handicapped); Rehabilitation; Residential Programs; *Second Language Instruction; *Spanish; Teaching Guides
IDENTIFIERS	College for Living; Metropolitan State College CO

ABSTRACT

One of twenty course guides in the Community Living Skills Guide for the College for Living series, this document provides guidelines and workbook activities for the course, Beginning Spanish. The series of courses for developmentally disabled adults is intended to supplement residential programs and to aid in orienting institutionalized persons to eventual integration into the community. Focus of the materials is on the student's ability to communicate orally with the help of visual aids. Objectives, vocabulary, activities, and materials needed are provided for thirteen steps on such topics as colors and shapes, greetings, counting, foods, animals, days of the week and months, family members, articles of clothing, parts of the body and the senses, and activities at home and school. Other guides in the series and related documents (a volunteer training workshop packet and curriculum guide for fourteen courses) are available separately. (See note.) (YLB)

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COMMUNITY LIVING SKILLS GUIDE

Beginning Spanish

ED185263

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S P A N I S H
P R O G R A M

F O R

C O L L E G E F O R L I V I N G

By

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These units may be modified either by increasing or decreasing the difficulty of the material depending on the needs of the students. The focus will be geared towards being able to communicate orally with the help of visual aids. The students would have a chance to work with each other, either carrying on short guided conversations, working on a collective "scrap book", even making up short skits, if they have reached that level. When teaching, emphasis should be on creating an environment of success and enjoyment. Students at an adult level should be internally motivated. The teacher's responsibility is to present the material as clearly as possible in order to facilitate learning.

Step I ¿Qué es esto?

OBJECTIVE: The student will be able to identify objects found in the classroom answering the question ¿Qué es esto?

VOCABULARY:

la mesa	la puerta	el hombre	Esto es _____
la silla	el libro	la mujer	
la pared	el papel	la luz	
la ventana	la pluma	¿Qué es esto?	

ACTIVITIES:

1. Point out different objects in the room and have students repeat answer Esto es _____ to the question of ¿Qué es esto?
2. Have students point to objects. sk each other ¿Qué es esto? Make sure the answers are correct.
3. Possibly prepare labels for objects on construction paper. Have students help out by tracing words. This project depends on the level of the students.
4. Have students start a scrap book by cutting out as many objects as they can according to the vocabulary that they have learned. Make sure students can identify pictures in Spanish.

MATERIALS: Construction paper, magic markers, scissors, colors, scrap book? glue

Step II Las formas y los colores

OBJECTIVE: The student will be able to identify colors and shapes and describe objects learned in Unit I according to colors and shapes.

VOCABULARY:

el cuadrado	rojo	blanco	violeta
el triángulo	azul	negro	la bandera
el círculo	amarillo	marrón	¿De qué color es esto?
los colores	verde	anaranjado	Es de color_____

ACTIVITIES:

1. Have students cut out squares, circles and triangles of different colors and then have them identify them, answering the question ¿De qué color es _____?

2. Let students form sentences describing the color of objects. ex: Esta silla es roja.

3. Have students paste their cut-outs of colors and shapes in scrap book.

MATERIALS: Scrap book, glue, scissors, colored construction paper, marking pencil, flags.

4. Flags of different countries could be brought in, or pictures of them so that the students could identify the colors.

Step III Saludos y despedidas

OBJECTIVE: The student will be able to use appropriate greetings and farewells.

VOCABULARY:

Hola	¿Cómo estás?	Adiós, hasta luego
Buenas días	¿Cómo te llamas?	¿Y tú?
Buenas tardes	Me llamo _____	Te presento a _____
Buenas noches	Muy bien, gracias	Mucho gusto
Encantada	Saludos	

ACTIVITIES:

1. Go over vocabulary with students using a very short dialogue.

ex:

1	Buenos días	1	Hola, ¿Cómo estás?
2	¿Cómo te llamas?	2	Muy bien gracias ¿Y tú?
1	Me llamo _____ ¿Y tú?	1	Muy bien gracias
2	Me llamo _____		

Have students repeat these and then once they know them have them practice them with another student. Have students go through the motions if possible of shaking hands, walking up to the person.

2. Review colors and objects by pointing at things and asking students to identify them.

3. If students are capable have them make up very short skits using vocabulary learned.

ex: 3 students meet, 2 know each other, 3 knows only 1.

1 Hola, Juan. ¿Cómo estás?
2 Muy bien gracias, Pedro. ¿Y tú?
1 Muy bien gracias. Te presento a María.
2 Mucho gusto, María.
3 Encantada

Step IV Los números y ¿Qué hora es?

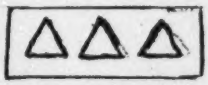
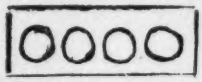
OBJECTIVE: The student will be able to count up to 12 or more, depending on how well he learns and will be able to tell time, dial a phone number. (The activities for this unit will be split up into two parts)

VOCABULARY:

los números	cuatro	ocho	doce	Hay dos_____
uno	cinco	nueve	¿Qué hora es?	
dos	seis	diez	Es la una	
tres	siete	once	Son las _____	

ACTIVITIES: A. 1. Students should memorize numbers using fingers or flash-cards with the numbers on them.

2. Have students count out piles of round cardboard chips, or buttons, or even candy (M & M's).

3. Use a flannel board or colored chalk on chalk board and make or draw squares, circles and triangles in groups. Students can start acquiring very basic math principles by counting out how many figures there are of each.
ex:
tres triángulos  cuatro círculos 

4. Use learned vocabulary applied to numbers. (Note the plural form s)
ex: Hay 5 (cinco) sillas

5. Bring in a play telephone and have students dial out numbers that have been dictated to them.

6. Students may place chips or candies in the scrap book representing amounts that each number represents.

B. 1. Introduce clock - face on cardboard with movable hands, or draw clock on board.

Since students should know the numbers 1-12, go through clock pointing to, for example 2:00, saying:
Son las dos

2. Ask students ¿Qué hora es? Have them answer according to what has been indicated on the clock.

3. Point out differences between small and large hands.

4. Possibly introduce minutes - based on students progress. Harder concept.

5. Have students make their own clocks and then have them practice with other students. Place in scrap book.

MATERIALS: Construction paper, clips for clock, colors, buttons or paper paper chips, candy, colored chalk, scissors, glue, scrap book, play telephone.

Step V Las comidas

OBJECTIVE: The student will be able to identify various foods and announce that he is hungry.

VOCABULARY:

la carne	el pan	el maíz	¿Tienes hambre?
el huevo	la manzana	la naranja	Sí. Quiero comer_____
la leche	el agua	la mantequilla	Me gusta_____

ACTIVITIES:

1. Have student think of other foods in English that he would like to learn in Spanish.

2. Have students cut out different foods and paste them in the scrap book.

3. Have poster with different foods on it, point to foods and have students identify them.
   ex: Esto es la manzana.

4. Ask students ¿Tienes hambre? and have them answer with Sí. Quiero comer_____
   Have students practice among themselves.

5. Ask students what they like and have them answer with Me gusta_____

MATERIALS: Magazines, scissors, glue, cardboard, colors

Step VI Los animales

OBJECTIVE: The student will be able to identify different animals, know which ones give us food, and are our friends, which ones are dangerous.

VOCABULARY:

el gato	la vaca	el león	peligroso
el perro	la gallina	el pez	manso
el pájaro	la oveja	la culebra	La vaca nos de la leche
el caballo	el oso	los animales	

ACTIVITIES:

1. Ask students to think of other animals, categorizing them as tame or dangerous - learn them in Spanish.
2. Cut out and paste animals in scrap book.
3. Have hand-outs of animals that students can color and identify, then categorize as domesticated or dangerous.
4. Have or make a poster with foods that animals give us.
   ex: la vaca da la leche, la carne
   la gallina da los huevos, la carne

MATERIALS: Magazines, scissors, glue, colors, paper, cardboard for poster

STEP VII Días de la semana, los meses

OBJECTIVE: The student will know days of week and months, will be able to tell his birthday - both month and day.

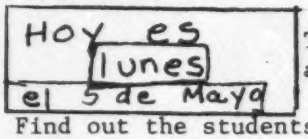
VOCABULARY:

lunes	sábado	marzo	agosto	los meses
martes	domingo	abril	septiembre	¿Qué día es hoy?
miercoles	la semana	mayo	obtubre	Hoy es el _____
jueves	enero	junio	noviembre	¿En qué mes estamos?
viernes	febrero	julio	diciembre	Estamos en el mes
¿Cuándo es tu cumpleaños?		el calendario		de_____

Mi cumpleaños es el _____de _____

ACTIVITIES:

1. Students will help make a calendar poster.



This should be changed each week and used as practice for vocabulary.

2. Find out the students' birthdays and make a point to remember them. Ask them what is special about their birthdays, teach them additional vocabulary if they are interested.

3. Let students find out from each other about when their birthdays are.

MATERIALS: Cardboard, construction paper, colors, glue

Step VIII Los miembros de la familia

OBJECTIVE: The student can tell how many brothers and sisters he has, tell when their birthdays are, know the terms for the members of the family.

VOCABULARY:

el papá	la abuela	el primo	el hermano	¿Cuántos hermanos tienes
la mamá	el abuelo	la prima	la hermana	Tengo_____
el niño	el tío	la hija	la esposa	
el bebé	la tía	el hijo	el esposo	

ACTIVITIES:

1. Ask students about their families, how many brothers and sisters they have, do they have many uncles or cousins. Then have students ask each other and then report to the class.

2. Have students report on the birthdays of their family. If they don't know have them make up dates as long as they use El cumpleaños de mi_____es el_____ reviewing previous vocabulary.

3. Help students make up a family tree showing the relationships between different members.

MATERIALS: Cardboard, construction paper, glue scissors

Step IX La ropa qué llevo

OBJECTIVE: The student will be able to identify different articles of clothing, know what both men and women wear.

VOCABULARY:

los pantalones	los zapatos	los guantes
la camisa	las medias	el traje
el vestido	la ropa interior	la correa
la falda	la corbata	el traje de baño
¿Qué llevas puesto?	el sombrero	Llevo_____
la blusa	la bata	

ACTIVITIES:

1. Cut out different parts of clothing and paste in scrap book.
2. Have poster of persons dressed up, ask students what they are wearing. Show differences between clothes of mean and women. Use studnets clothes as examples also.
3. Ask students what they are wearing ¿Qué llevas puesto? Have them answer Llevo_____
4. Ask students what color their clothes are to review colors. ex: ¿De qué color es tu vestido?
   Mi vestido es_____
5. Introduce the subject of where our clothes come from. This is more advanced, perhaps see the interest of the students.

MATERIALS: Magazines, scissors, glue, colors, paper, cardboard

Step X Las partes del cuerpo y los cinco sentidos

OBJECTIVE: The student will be able to identify parts of their body and know what the five senses are and what they do. This will introduce a few verbs.

VOCABULARY:

la cabeza	las manos	la boca	mover	sentir
los brazos	los dedos	el oído	ver	comer
las piernas	los ojos	el pelo	oler	caminar
los pies	la nariz	el cuerpo	oir	

ACTIVITIES:

1. Have poster with a human figure, point to parts and have students identify.
   ex: ¿Qué es esto? (pointing at head) Esto es la cabeza.

2. Play Simón dice: 'Mueve la cabeza'

3. With senses - talk about what the eyes see, ears hear, nose smells, mouth tastes, hands feel in English. Then give students vocabulary in Spanish.

4. Give students hand-outs with the organs and have students draw objects that these organs can sense.
   ex: eyes see people, trees, mountains
   nose smells smoke, cut grass, pie baking.

MATERIALS: Cardboard, hand-outs, pencils.

Step XI ¿Qué hago en casa?

OBJECTIVE: The student will be able to tell what he does customarily at home.

VOCABULARY:

comer	Yo duermo en mi cama	¿Dónde duermes?
dormir	Juego pelota	¿Qué limpias?
jugar	Limpio mi cuarto	Estudiar
limpiar	Estudio mis lecciones	

ACTIVITIES:

1. Go around and ask students what they do customarily.
   ex: I eat, I sleep, I talk
   Provide this vocabulary in Spanish.

2. Have students act out these action verbs while saying them in Spanish.

3. Introduce conjugation if students seem ready by having a skit where one sleeps, says Yo duermo, watches another student sleep, says Él duerme or Tú duermes.

Step XII ¿Qué hago en la escuela?

OBJECTIVE: The student will be able to describe what he does at school.

VOCABULARY:

leer	jugar	Los estudiantes (leen)
escribir	en la clase	La profesora ensena
estudiar	en el parque	Nosotros somos estudiantes
hablar	Leemos el libro	

ACTIVITIES:

1. Prepare some target expressions to be learned.
   ex: Yo leo, escribo, estudio, hablo, juego
   Los estudiantes leen, escriben, estudian, hablan

2. Drill target sentences with students and have them practice them with a classmate and then report to class or act them out.

3. See if students can find pictures that represent these action verbs.

MATERIALS: Magazines, glue, scissors

Step XIII ¿Dónde vives? ¿A dónde vas?

OBJECTIVES: The student can tell where he lives and where he is going.

VOCABULARY:

¿Dónde vives?	Voy a casa	Voy de paseo
Vivo en la calle ____	Voy a la iglesia	¿A dónde vas?
Vivo con mis padres	Voy a la escuela	
un apartamento	Voy al mercado	
una casa	Voy al parque	

ACTIVITIES:

1. Ask student where he lives and have him answer using vocabulary.
2. Have students ask each other and report to class.
3. Have students make up short skits using this new vocabulary plus vocabulary already learned in former classes.
4. Bring in map and show students where they live.
5. Cut out figures of church, house, school, park for scrap book.

MATERIALS: Denver map, magazines, scissors, glue